



Communities That Care

Community Board Orientation

Next Steps

Participant's Guide

Module 7

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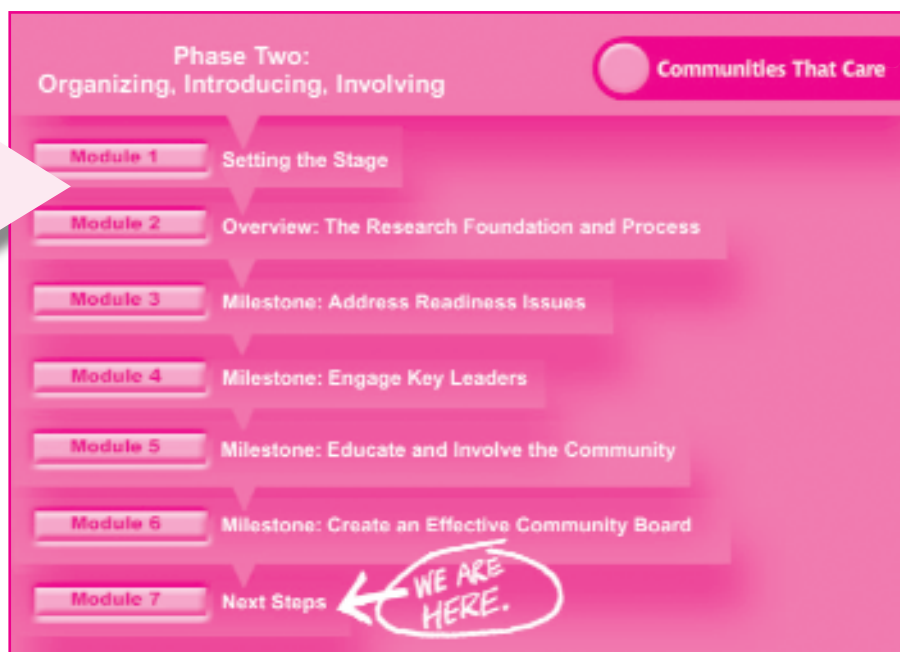
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Notes

Module 7



Slide 7-2



Notes

Module 7 goal

Provide a structure that helps the Community Board identify the next steps in the planning process.

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Notes



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Objectives

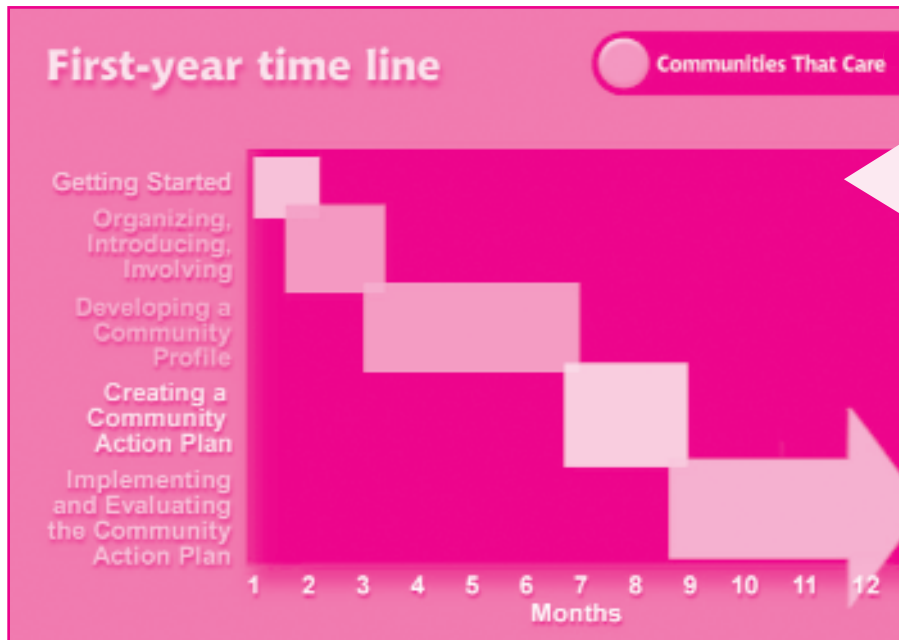


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1. Confirm and assign tasks.
2. Develop and agree on a final work plan and time line.



Notes



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Notes



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Work plan steps

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1. Review tasks identified in Modules 3 through 6.
2. Assign specific tasks.

Notes

Work plan steps

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For each task:

- Identify necessary resources.
- Specify barriers or issues to resolve.
- Set a date for the task's completion.



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Notes

Community Board Next Steps

Task	Resources needed	Barriers/issues to resolve

Next meeting: _____

When? _____

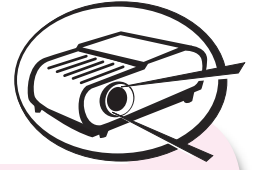
Where? _____

Elements of a time line

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Include dates for:

- training events
- application and reporting deadlines
- conferences and community events
- key Community Board activities.



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Notes

Next Steps: Time Line

Major tasks/events		Months
		Jan.
		Feb.
		Mar.
		Apr.
		May
		June
		July
		Aug.
		Sept.
		Oct.
		Nov.
		Dec.

Thought for the day

Communities That Care

“Never doubt that a small group of thoughtful, committed citizens can change the world.”

Margaret Mead



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Notes

Notes

Appendix 1

Further Reading

Appendix 1

Further Reading

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Appendix 2

Risk Factors

Risk Factors: Community Domain

Availability of drugs (substance abuse, violence)

The more available alcohol and other drugs are in a community, the higher the risk for alcohol and other drug use and violence. Perceived availability of drugs is also associated with increased risk. In schools where children think that drugs are more available, a higher rate of drug use occurs (Johnston, O'Malley & Bachman, 1985).

Availability of firearms (delinquency, violence)

Firearm availability and firearm homicide have increased since the late 1950s. If there is a gun in the home, it is much more likely to be used against a relative or friend than against an intruder or stranger. Also, when a firearm is used in a crime or assault, the outcome is much more likely to be fatal than if another weapon or no weapon is used.

While a few studies report no association between firearm availability and violence, more studies do show a relationship. Given the lethality of firearms, the greater likelihood of conflict escalating into homicide when guns are present, and the strong association between availability of guns and homicide rates, firearm availability is included as a risk factor (Reiss & Roth, 1993).

Community laws and norms favorable toward drug use, firearms, and crime (substance abuse, delinquency, violence)

The attitudes and policies a community holds in relation to drug use, firearms and crime are communicated in a variety of ways: through laws and written policies, through informal social practices, and through the expectations parents and other members of the community have of young people. When laws, tax rates and community standards are favorable toward alcohol and other drug use, firearms or crime—or even when they are just unclear—young people are at higher risk (Sampson, 1986; Holder & Blose, 1987; Brook et al., 1990).

One example of a community law affecting drug use is alcohol taxation, where higher tax rates decrease the rate of alcohol use (Saffer & Grossman, 1987; Hawkins, Arthur & Catalano, 1995).

An example of conflicting messages about alcohol and other drug use can be found in community acceptance of alcohol use as a social activity. The beer gardens popular at street fairs and community festivals frequented by young people are in contrast to the “say no” messages that schools and parents may be promoting. This makes it difficult for children to decide which norms to follow.

Laws regulating the sale of firearms have had small effects on violent crime, and the effects usually diminish after the law has been in effect for multiple years. A number of studies suggest that the small and diminishing effect is due to two factors—the availability of firearms from other jurisdictions without legal prohibitions on sales or access, and lack of proactive monitoring or enforcement of the laws (Reiss & Roth, 1993).

Risk Factors: Community Domain

Media portrayals of violence (violence)

The effect of media violence on viewers' behavior (especially young viewers) has been debated for decades. Research has shown a clear correlation between media portrayal of violence and the development of aggressive and violent behavior. Exposure to media violence appears to affect children in several ways: children learn violent behaviors from watching actors act violently; they learn violent problem-solving strategies; and media portrayals of violence appear to alter children's attitudes and sensitivity to violence (Eron & Huesmann, 1987; Huesmann & Miller, 1994).

Transitions and mobility (substance abuse, delinquency, school drop-out)

Even normal school transitions can predict increases in problem behaviors. When children move from elementary school to middle school, or from middle school to high school, significant increases in drug use, dropping out of school and antisocial behavior may occur (Hawkins & Catalano, 1996).

Communities with high rates of mobility appear to be linked to an increased risk of drug and crime problems. The more people in a community who move, the greater the risk of criminal behavior and drug-related problems in families in these communities (Sampson, 1986; Sampson & Lauritsen, 1994).

Low neighborhood attachment and community disorganization (substance abuse, delinquency, violence)

Higher rates of drug problems, delinquency, violence and drug trafficking occur where people have little attachment to the community. Vandalism rates are high when there is low surveillance of public places. These conditions are not limited to low-income neighborhoods—they can also be found in more well-to-do neighborhoods.

Perhaps the most significant issue affecting community attachment is whether residents feel they can make a difference in their communities. If the key players (such as merchants, teachers, police, and human and social services personnel) live outside the community, residents' sense of commitment will be lower. Lower rates of voter turnout and parent involvement in school also reflect attitudes about community attachment. Neighborhood disorganization makes it more difficult for schools, churches and families to promote positive social values and norms (Sampson, 1986, 1997; Sampson & Lauritsen, 1994; Herting & Guest, 1985; Gottfredson, 2001).

Extreme economic deprivation (substance abuse, delinquency, teen pregnancy, school drop-out, violence)

Children who live in deteriorating neighborhoods characterized by extreme poverty, poor living conditions and high unemployment are more likely to develop problems with alcohol and other drug use, delinquency, teen pregnancy and dropping out of school. They are also more likely to engage in violence toward others during adolescence and adulthood. Further, children who live in these areas **and** have behavior or adjustment problems early in life are even more likely to develop problems with drugs (Sampson, 1986; Sampson & Lauritsen, 1994; Farrington, 1989; Robins & Ratcliff, 1979; Elliot et al., 1989).

Risk Factors: Family Domain

Family history of the problem behavior (substance abuse, delinquency, teen pregnancy, school drop-out, violence)

In a family with a history of addiction to alcohol or other drugs, children are at increased risk of developing alcohol or other drug problems themselves (Cloninger et al., 1985; Johnson et al., 1984; Brook et al., 1990). In families with a history of criminal behavior, children's risk for delinquency increases (Farrington, 1989). Similarly, children of teenage mothers are more likely to be teen parents, and children of dropouts are more likely to drop out of school themselves.

Family management problems (substance abuse, delinquency, teen pregnancy, school drop-out, violence)

Poor family management practices include a lack of clear expectations for behavior; failure of parents to supervise and monitor their children (knowing where they are and whom they're with); and excessively severe, harsh or inconsistent punishment. Children exposed to these poor family management practices are at higher risk of developing all five problem behaviors (Kandel & Andrews, 1987; Brook et al., 1990; Farrington, 1989; Sampson, 1986; Hawkins, Arthur & Catalano, 1995).

Family conflict (substance abuse, delinquency, teen pregnancy, school drop-out, violence)

Persistent, serious conflict between primary caregivers or between caregivers and children appears to increase children's risk for all five problem behaviors. Conflict between family members appears to be more important than family structure (e.g., whether the family is headed by two biological parents, a single parent or another primary caregiver) (Brook et al., 1990; Sampson, 1986).

Favorable parental attitudes and involvement in the problem behavior (substance abuse, delinquency, violence)

Parents' attitudes and behavior toward drugs, crime and violence influence the attitudes and behavior of their children. Children whose parents approve of or excuse them for breaking the law are more likely to become involved with juvenile delinquency. Children whose parents engage in violent behavior inside or outside the home are at greater risk for violent behavior.

If parents use illegal drugs, are heavy users of alcohol, or tolerate children's use, children are more likely to become drug users in adolescence. The risk is further increased if parents involve children in their own drug- or alcohol-using behavior—for example, asking the child to light the parent's cigarette or get the parent a beer from the refrigerator. Parental approval of children's moderate drinking, even under supervision, increases the risk that the children will use marijuana and develop problems with alcohol or other drugs (Barnes & Welte, 1986; Brook et al., 1986; Johnson, Schontz & Locke, 1984; Kandel & Andrews, 1987).

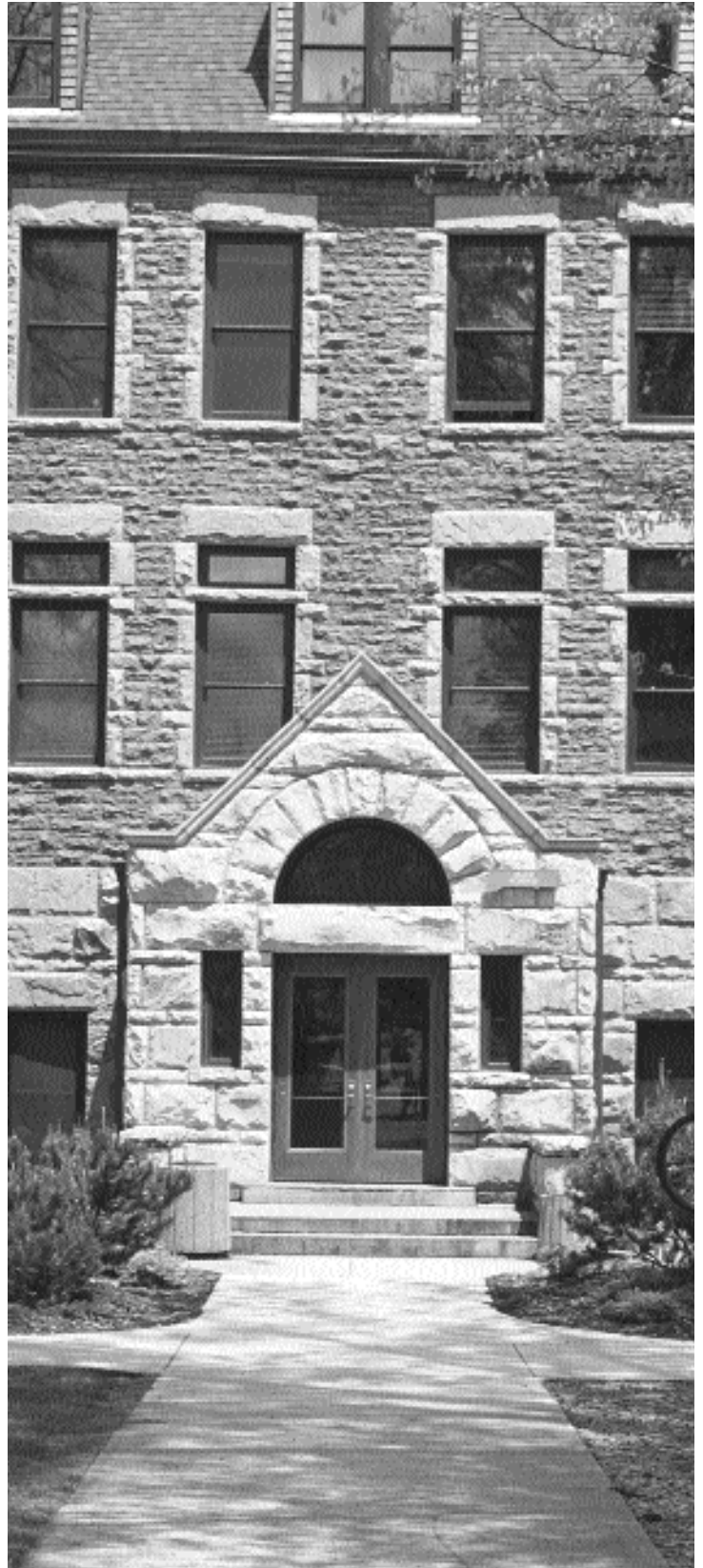
Risk Factors: School Domain

Academic failure beginning in late elementary school (substance abuse, delinquency, teen pregnancy, school drop-out, violence)

Beginning in the late elementary grades, academic failure increases the risk of all five problem behaviors. It appears that the *experience* of failure, not any lack of ability, increases the risk of these problem behaviors (Najaka, Gottfredson & Wilson, 2001; Maguin & Loeber, 1996; Farrington, 1989; Gottfredson, 2001).

Lack of commitment to school (substance abuse, delinquency, teen pregnancy, school drop-out, violence)

Lack of commitment to school means the child no longer sees the role of student as meaningful and rewarding. Young people who have lost this commitment to school are at higher risk for all five problem behaviors (Najaka et al., 2001; Gottfredson, 2001; Jessor & Jessor, 1977).



Risk Factors: Peer and Individual Domain

Early and persistent antisocial behavior (substance abuse, delinquency, teen pregnancy, school drop-out, violence)

Boys who are aggressive in grades K-3 or who have trouble controlling impulses are at higher risk for alcohol and other drug use, delinquency and violent behavior. When a boy's aggressive behavior in the early grades is combined with isolation, withdrawal, hyperactivity or attention deficit disorder, there is an even greater risk of problems in adolescence.

This risk factor also includes persistent antisocial behavior in early adolescence, such as misbehaving in school, skipping school and getting into fights with other children. Both girls and boys who engage in these behaviors in early adolescence are at increased risk for all five problem behaviors (Farrington, 1989; Moffitt, 1993; Hawkins et al., 1998; Lipsey & Derzon, 1998; Loeber & Stouthamer-Loeber, 1998; Robins, 1978; Gottfredson, 2001).

Rebelliousness (substance abuse, delinquency, school drop-out)

Young people who do not feel that they are part of society or bound by rules, who don't believe in trying to be successful or responsible, or who take an active rebellious stance toward society are at higher risk for drug use, delinquency and dropping out of school (Jessor & Jessor, 1977; Kandel, 1982; Bachman et al., 1981; Shedler & Block, 1990; Robins, 1980).

Friends who engage in the problem behavior (substance abuse, delinquency, teen pregnancy, school drop-out, violence)

This is one of the most consistent predictors that research has identified. Even when young people come from well-managed families and do not experience other risk factors, spending time with friends who engage in problem behaviors greatly increases their risk of developing those behaviors (Newcomb & Bentler, 1986; Brook et al., 1990; Kandel & Andrews, 1987; Hansen et al., 1987).

Gang involvement (substance abuse, delinquency, violence)

Research has shown that children who have delinquent friends are more likely to use alcohol and other drugs and to engage in violent or delinquent behavior than children who do not have delinquent friends. But the influence of gang involvement on alcohol and other drug use, delinquency and violence exceeds the influence of delinquent friends on these problem behaviors. Gang members are even more likely than children who have delinquent friends to use alcohol or other drugs and to engage in delinquent or violent behavior (Thornberry, 1999; Battin-Pearson, Thornberry, Hawkins & Krohn, 1998; Battin, Hill, Abbot, Catalano & Hawkins, 1998).

Favorable attitudes toward the problem behavior (substance abuse, delinquency, teen pregnancy, school drop-out)

During the elementary years, children usually express anti-drug, anti-crime and prosocial views; they have trouble imagining why people use drugs, commit crimes and drop out of school. In middle school, as others they know participate in such activities, their attitudes often shift toward greater acceptance, placing them at higher risk (Kandel et al., 1978; Krosnick & Judd, 1982; Gottfredson, 2001).

Early initiation of the problem behavior (substance abuse, delinquency, teen pregnancy, school drop-out, violence)

The earlier that young people use drugs, commit crimes, first drop out of school or become sexually active, the greater their chances of having chronic problems with the respective behavior. Aggressive behavior at ages 4-8 predicts later violent behavior (Nagin & Tremblay, 1999), and truancy in the elementary grades predicts school drop-out. For example, research shows that young people who start drug use before age 15 have twice the risk of drug problems than those who start after age 19 (Robins, 1978; Rachal et al., 1982; Kandel, 1982; Gottfredson, 2001).

Constitutional factors (substance abuse, delinquency, violence)

Constitutional factors may have a biological or physiological basis. These factors include sensation-seeking, low harm-avoidance and lack of impulse control, and appear to increase the risk of drug use, delinquency and/or violent behavior (Lerner & Vicary, 1984; Shedler & Block, 1990; Farrington, 1989; Gottfredson, 2001).

Appendix 3

Communities That Care Milestones and Benchmarks

Milestones and Benchmarks

Phase One: Getting Started

Milestones	Benchmarks
Organize the community to begin the <i>Communities That Care</i> process.	<p>Designate a single point of contact to act as a catalyst for the process.</p> <p>Identify a Champion (a community leader) to guide the process.</p> <p>Inventory existing community services addressing youth and family issues.</p> <p>Identify a lead agency committed to supporting the project.</p> <p>Secure a Coordinator/Facilitator (to work at least half time).</p> <p>Form a core work group to activate the process.</p> <p>Develop a roster of Key Leaders to involve in the process.</p> <p>Prepare an initial work plan and time line for getting started.</p> <p>Identify and secure the resources needed to get started.</p>
Define the scope of the prevention effort.	<p>Define key aspects:</p> <ul style="list-style-type: none">Define the community to be organized.Identify the health and behavior issues to be addressed.Agree on what is involved in the “prevention” response.Identify legislative/funding supports or constraints.Agree on the Community Board’s role.Begin to define how the Community Board will operate in the community. <p>Summarize issues related to the key aspects.</p> <p>Develop an action plan to address outstanding issues related to the key aspects.</p>

Milestones and Benchmarks

Milestones

Identify community readiness issues.

Benchmarks

Investigate community readiness issues.

Ensure agreement on issues to be addressed.

Ensure that community members have a common definition of "prevention."

Ensure that the community values collaboration.

Ensure that community-wide support exists for a risk- and protection-focused, data-driven, research-based, outcome-focused prevention approach.

Obtain school district support for the *Communities That Care Youth Survey*. Administer the survey as early as possible.

Plan for coordination among existing initiatives and planning efforts.

Identify community stakeholders.

Identify other community readiness issues.

Analyze and address community readiness issues, or develop a plan for addressing them.

Analyze outstanding community readiness issues.

Address "show-stopper" issues (critical to moving forward).

Develop an action plan for addressing outstanding community readiness issues.

The community is ready to move to Phase Two: Organizing, Introducing, Involving.

Develop a work plan for moving to Phase Two: Organizing, Introducing, Involving.

Identify and secure the resources needed for Phase Two.

Appendix 3

Milestones and Benchmarks

Phase Two: Organizing, Introducing, Involving

Milestones	Benchmarks
Engage Key Leaders (positional and informal).	<p>Hold the Key Leader Orientation.</p> <p>Obtain formal Key Leader commitment.</p> <p>Identify the role of Key Leaders.</p> <p>Identify a Key Leader Board (a core group of Key Leaders).</p> <p>Develop a plan for communication between the Community Board and Key Leaders.</p> <p>Solicit Key Leader input on potential Community Board members.</p> <p>Obtain necessary memoranda of agreement or joint-operating agreements from relevant stakeholder groups.</p>
Develop a Community Board to facilitate assessment, prioritization, selection, implementation and evaluation of tested, effective programs, policies and practices.	<p>Identify and recruit a diverse, representational group of potential Community Board members.</p> <p>Hold the Community Board Orientation.</p> <p>Ensure that Community Board members understand their roles and responsibilities.</p> <p>Establish an organizational structure (including leadership roles and committee and/or work-group structures).</p> <p>Define the Community Board's relationship with other coalitions and collaboratives.</p> <p>Develop a formal method of communication among the Coordinator/Facilitator, Community Board members and the Key Leader Board.</p> <p>Ensure the development and approval of an initial work plan and time line for implementation by stakeholders.</p> <p>Develop a documentation mechanism for the <i>Communities That Care</i> process.</p>

Milestones and Benchmarks

Milestones	Benchmarks
Educate and involve the community in the <i>Communities That Care</i> process.	<p>Develop a vision statement with input from Key Leaders, the Community Board and community members. Share the statement with community members.</p> <p>Inform community members of the <i>Communities That Care</i> process.</p> <p>Develop mechanisms for involving community members.</p> <p>Create a plan for involving youth.</p> <p>Ensure that the Community Board has developed a process for ongoing communication with the community.</p> <p>Develop an orientation mechanism for new Key Leaders and Community Board members.</p>
<hr/> <p>The community is ready to move to Phase Three: Developing a Community Profile.</p>	<hr/> <p>Create an initial work plan and time line for Phase Three: Developing a Community Profile.</p> <p>Identify and secure the resources needed for Phase Three.</p>

Appendix 3

Milestones and Benchmarks

Phase Three: Developing a Community Profile

Milestones	Benchmarks
The Community Board has the capacity to conduct a community assessment and prioritization.	<p>Create a Risk- and Protective-Factor Assessment work group to conduct data collection and analysis.</p> <p>Hold the Community Assessment Training.</p> <p>Ensure that the work group has the appropriate skills and expertise.</p> <p>Develop a work plan and time line for data collection and analysis.</p> <p>Identify and secure the resources needed for the assessment process.</p>
Collect community assessment information and prepare it for prioritization.	<p>Ensure that the <i>Communities That Care Youth Survey</i> has been conducted.</p> <p>Collect archival data as needed to supplement the <i>Communities That Care Youth Survey</i>.</p> <p>Prepare the <i>Communities That Care Youth Survey</i> and archival data for prioritization.</p>
Prioritize populations or geographic areas for preventive action, based on risk- and protective-factor data.	<p>Identify populations with high levels of risk and low levels of protection.</p> <p>Identify geographic areas with high levels of risk and low levels of protection.</p>

Milestones and Benchmarks

Milestones	Benchmarks
Identify priority risk and protective factors.	<p>Decide who will be involved in the prioritization process.</p> <p>Identify priority risk and protective factors.</p> <p>Brief Key Leaders on the community assessment results.</p> <p>Prepare and distribute the Community Assessment Report.</p>
Conduct a resources assessment and gaps analysis.	<p>Create a Resources Assessment and Evaluation work group to conduct the resources assessment and gaps analysis.</p> <p>Involve service providers and other youth service agencies in the resources assessment.</p> <p>Hold the Community Resources Assessment Training.</p> <p>Identify and assess existing policies, programs and practices that address the priority risk and protective factors.</p> <p>Identify gaps in services.</p> <p>Brief Key Leaders on the resources assessment and gaps analysis results.</p> <p>Prepare and distribute the Resources Assessment Report.</p>
The community is ready to move to Phase Four: Creating a Community Action Plan.	<p>Develop an initial work plan and time line for Phase Four: Creating a Community Action Plan.</p> <p>Identify and secure the resources needed for Phase Four.</p>

Appendix 3

Milestones and Benchmarks

Phase Four: Creating a Community Action Plan

Milestones	Benchmarks
The Community Board has the capacity to create a focused Community Action Plan.	<p>Hold the Community Planning Training.</p> <p>Ensure that the Community Board has the necessary skills and expertise to support plan development.</p> <p>Engage all stakeholders whose support is required to implement the plan.</p> <p>Create appropriate work groups to support plan development.</p> <p>Develop a work plan and time line for plan creation.</p> <p>Identify and secure the resources needed for plan development.</p>
Specify the desired outcomes of the plan, based on the community assessment data.	<p>Specify desired outcomes (long-term goals) for youth development.</p> <p>Specify desired outcomes for risk and protective factors.</p>
Select tested, effective programs, policies and practices to address priority risk and protective factors and fill gaps.	<p>Specify the population or geographic area to be addressed.</p> <p>Investigate tested, effective programs, policies and practices for each priority risk and protective factor.</p> <p>Involve Key Leaders, Community Board members, service providers, youth and community members in selecting tested, effective programs, policies or practices.</p> <p>Select tested, effective programs, policies or practices for each priority risk and protective factor.</p> <p>Engage organizations, agencies or groups to be involved in implementing each new program, policy or practice; obtain their commitment to implementation.</p> <p>Identify desired program and participant outcomes for each program, policy or practice.</p>

Milestones and Benchmarks

Milestones	Benchmarks
Develop implementation plans for each program, policy or practice selected.	<p>Develop preliminary tasks, a time line and a budget for each new program, policy or practice.</p> <p>Identify training and/or technical assistance needed for each new program, policy or practice.</p> <p>Identify the resources needed to implement each new program, policy or practice.</p> <p>Identify potential funding sources and allocation strategies for each program, policy or practice.</p> <p>Involve youth in implementation planning as appropriate.</p>
Develop an evaluation plan.	<p>Develop a work plan and time line for the collection of problem-behavior, risk-factor and protective-factor data from participants every year, to measure progress toward the desired outcomes. Consider using the <i>Communities That Care Youth Survey</i> to measure progress.</p> <p>Develop a work plan and time line for the collection of program and participant outcome data for each new program, policy or practice.</p>
Develop a written Community Action Plan.	<p>Ensure that Key Leaders, Community Board members and community members endorse the plan.</p> <p>Distribute the plan throughout the community.</p>
The community is ready to move to Phase Five: Implementing and Evaluating the Community Action Plan.	<p>Develop an initial work plan and time line for Phase Five: Implementing and Evaluating the Community Action Plan.</p> <p>Identify and secure the resources needed for Phase Five.</p>

Milestones and Benchmarks

Phase Five: Implementing and Evaluating the Community Action Plan

Milestones	Benchmarks
Specify the role of the Key Leader Board, Community Board and stakeholder groups in implementing and evaluating the plan.	<p>Clarify plan-implementation roles and responsibilities for individual Key Leaders, Community Board members and service providers.</p> <p>Develop collaborative agreements with implementing organizations and providers.</p> <p>Hold the Community Plan Implementation Training.</p> <p>Ensure that the Community Board has the necessary skills and expertise to support plan implementation and evaluation.</p> <p>Develop appropriate committees or work groups to support plan implementation and evaluation.</p> <p>Engage and orient new Key Leaders, Community Board members and stakeholders to the <i>Communities That Care</i> process.</p> <p>Establish partnerships with outside evaluators as needed.</p>
Implementers of new programs, policies or practices have the necessary skills, expertise and resources to implement with fidelity.	<p>Ensure that implementers have received the necessary training and technical assistance.</p> <p>Ensure that funding has been acquired to support the implementation of each new program, policy or practice.</p>
Implement new programs, policies and practices with fidelity.	<p>Ensure that implementers have the necessary skills and tools to measure implementation fidelity.</p> <p>Ensure that the program, policy or practice reaches the targeted population.</p> <p>Ensure that the program, policy or practice includes sufficient timing, intensity and duration to achieve the desired results.</p> <p>Ensure that the program, policy or practice achieves the desired program and participant outcomes.</p>

Milestones and Benchmarks

Milestones	Benchmarks
Conduct program-level evaluations at least annually.	<p>Measure program and participant outcomes.</p> <p>Collect baseline, mid- and post-project evaluation data.</p> <p>Refine programs, policies and practices based on the data.</p>
Conduct community-level assessments at least every two years.	<p>Ensure that the Key Leader Board and Community Board review the plan every year.</p> <p>Ensure that the assessment of risk factors, protective factors and problem behaviors is reviewed at least every two years. Readministration of the <i>Communities That Care Youth Survey</i>, for example, can assist this review.</p> <p>Refine the plan based on the assessment results.</p>
Share and celebrate observed improvements in risk and protective factors and child and adolescent well-being.	<p>Share community and program-level evaluation results with the Community Board, the Key Leader Board and community members at least annually.</p> <p>Share community-level evaluation results after readministration of the <i>Communities That Care Youth Survey</i>.</p>

Notes

Appendix 4

Community Board Responsibilities

Community Board Responsibilities

1. Attend the *Communities That Care* trainings.
2. Facilitate the development of a community vision, based on an identification of core community beliefs.
3. Learn about the prevention-science research base and how it applies to community planning.
4. Serve as community ambassadors for a risk- and protection-focused approach to youth development.
5. Conduct the community assessment of risk factors, protective factors and problem behaviors.
6. Work with Key Leaders and community stakeholder groups to prioritize risk and protective factors.
7. Conduct the community resources assessment, and identify gaps in the current response to priorities.
8. Identify and investigate tested, effective programs, policies and practices to fill gaps.
9. Design a 3- to 5-year Community Action Plan with goals for measurable outcomes.
10. Develop an evaluation plan to measure the defined outcomes.
11. Work with Key Leaders to identify and secure resources to support the Community Action Plan.
12. Facilitate the implementation and evaluation of the Community Action Plan.
13. Communicate regularly with Key Leaders and the community.
14. Involve stakeholders in Community Action Plan development and implementation.
15. Work with Key Leaders and community members to sustain commitment to the community vision.
16. Reassess problem behaviors and risk and protective factors.
17. Evaluate the Community Action Plan.

Appendix 5

Building a High-Performance Community Board

Building a High-Performance Community Board

Building a Community Board is a process.

At first, the board is made up of individual members with individual goals. Over time, these individuals begin to form a team.

The goal is to encourage bonding with the board.

When board members build strong bonds, they experience the Social Development Strategy in action. Remember the three conditions for bonding: opportunities, skills and recognition. The bonding process can build a group whose members are committed to its purpose and use that purpose to guide their decisions and actions. The board's effectiveness is enhanced if members pull together, help each other out, recognize and complement each other's strengths and weaknesses, and share a belief that they are responsible to each other.

Characteristics of high-performance teams

include:

- shared vision
- strong bonds
- clearly defined roles and responsibilities
- effective meetings
- participatory leadership
- effective communication.

Shared vision

When board members share a vision, they develop a sense of common purpose. Such a board is future-focused and sees change as an opportunity for growth. This is the Community Board's ticket to success. The vision suggests what the community can become and how to get there.

Sharing a vision provides board members with purpose and direction. This is why completing your community vision statement is such an important part of these early planning stages. Shared vision is the road map—the mental image of what the community can become and a shared perspective on how to get there.

Strong bonds

If you feel committed to your role on the board, you will commit to sharing your abilities with the other board members to help meet the board's goals. The way to build this commitment is to put the Social Development Strategy into action—forge strong bonds to the board and with other members through opportunities, skills and recognition. By forging these bonds, your board will provide your constituencies with an excellent model of the Social Development Strategy.

Remember to:

- Make sure everyone has an **opportunity** to participate in the various tasks of the board, rather than placing the burden on just a few people.
- Make sure that, collectively, board members have the **skills** needed for success. Recruit or train members as necessary. Match tasks to individual members' skills.
- Take time for **recognition** of board members' efforts and accomplishments both among yourselves and publicly.

Taking time to build these bonds will help your Community Board maintain its effectiveness, even through challenging times.

Building a High-Performance Community Board

Clearly defined roles and responsibilities

As a board, it is important to build an organizational structure that allows you to carry out your mission effectively. An effective organizational structure can help to ensure board accountability, meet legal requirements and enhance the project's credibility. The structure will differ depending on whether your board is its own entity or part of another community organization.

A typical board will require the roles of:

- **Coordinator/Facilitator.**

The Coordinator/Facilitator is the *Communities That Care* "expert." He or she directs the effort's progress through the five phases and becomes thoroughly familiar with the concepts of risk- and protection-focused prevention and community mobilization.

The Coordinator/Facilitator plays a neutral role in meetings. He or she makes sure all members follow the ground rules. He or she helps the group focus on stated objectives and stick to the agenda. The Coordinator/Facilitator also coordinates pre- and post-meeting logistics, and works with the Chair on the agenda.

- **Chair.** During meetings, the Chair defers to the Coordinator/Facilitator on matters of process, timing and completing the agenda. The Chair retains all other responsibilities agreed upon by the board. The power of the Chair will depend in part on the decision-making style adopted by the group.
- **Vice Chair.** In the absence of the Chair, the Vice Chair assumes his or her responsibilities.

- **Recorder.** Creating a visual display of a meeting's progress is a valuable way to foster consensus, avoid disagreements and resolve conflict. Putting a person's comments on paper affirms the person's right to express his or her opinion. Writing down ideas also allows the group to see its progress, which helps maintain morale.

The Recorder plays a neutral role in meetings. He or she writes down ideas, preferably on a large sheet of paper in view of all board members. It's best to record comments verbatim. If comments must be condensed, the Recorder should confirm the edited version with the person making the comment.

Board members are the active meeting participants. They contribute to the meeting and make sure that the Coordinator/Facilitator and Recorder are fulfilling their roles and staying neutral while doing so. Board members focus on the content of the agenda and are responsible for making decisions.

Appendix 5

Building a High-Performance Community Board

Effective meetings

Have you ever been to a meeting that began and ended on time, where everyone participated and goals were met? People leave meetings like this feeling enthusiastic and hopeful, and with a sense of accomplishment. The Coordinator/Facilitator can help set this tone for meetings by following these guidelines:

- Set time limits. Meetings should last no longer than necessary. A maximum of 2½ hours is ideal. If you need more than 2½ hours, schedule another meeting. Sending out material beforehand and placing prepared meeting packets at each seat are some ways to maximize meeting time.
- Start on time. Starting the meeting on time is an effective way to encourage participants to be prompt.
- Follow the agenda. Remember to focus your agenda on the objective. It's important to communicate the objective to participants and remind those who get off track of the meeting's purpose and time frame.
- Post and follow the ground rules. It's important for the group to agree on what the ground rules are—and to agree to follow them.

Sample ground rules

1. Everyone gets a chance to talk.
2. One person speaks at a time—no interrupting.
3. It's OK to say what you think or feel.
4. No one *has* to talk.
5. Everyone *has* to listen.
6. No put-downs.
7. Ask for what you need.

Effective communication

In *The 7 Habits of Highly Effective People*, author Stephen Covey says that members of a group must have “synergistic” communication to successfully work together. Synergy, in the simplest terms, means that the whole is greater than the sum of its parts. Synergistic communication goes beyond compromise—it is truly creative communication. As a result, the group reaches greater heights as a team than as a collection of individuals.

Your Community Board must build and support the openness and trust that leads to synergistic communication in order to effectively address adolescent problem behaviors.

Building a positive board culture

A positive board culture develops as trust and support among members grow.

To build support and trust:

- Emphasize each member's strengths. Taking advantage of each member's unique talents, experiences and perspectives provides the power for synergy.
- View mistakes and conflicts as opportunities to learn and grow, rather than as problems and obstacles.
- Respect each member's unique background, personality and views. Culture, ethnicity, gender, age, personality, communication style, socioeconomic class and educational background all help shape a person's views about adolescent problem behaviors, group decision making and other issues.
- Affirm each member's commitment to community improvement. Remember, you are all working toward the same vision!

Building a High-Performance Community Board

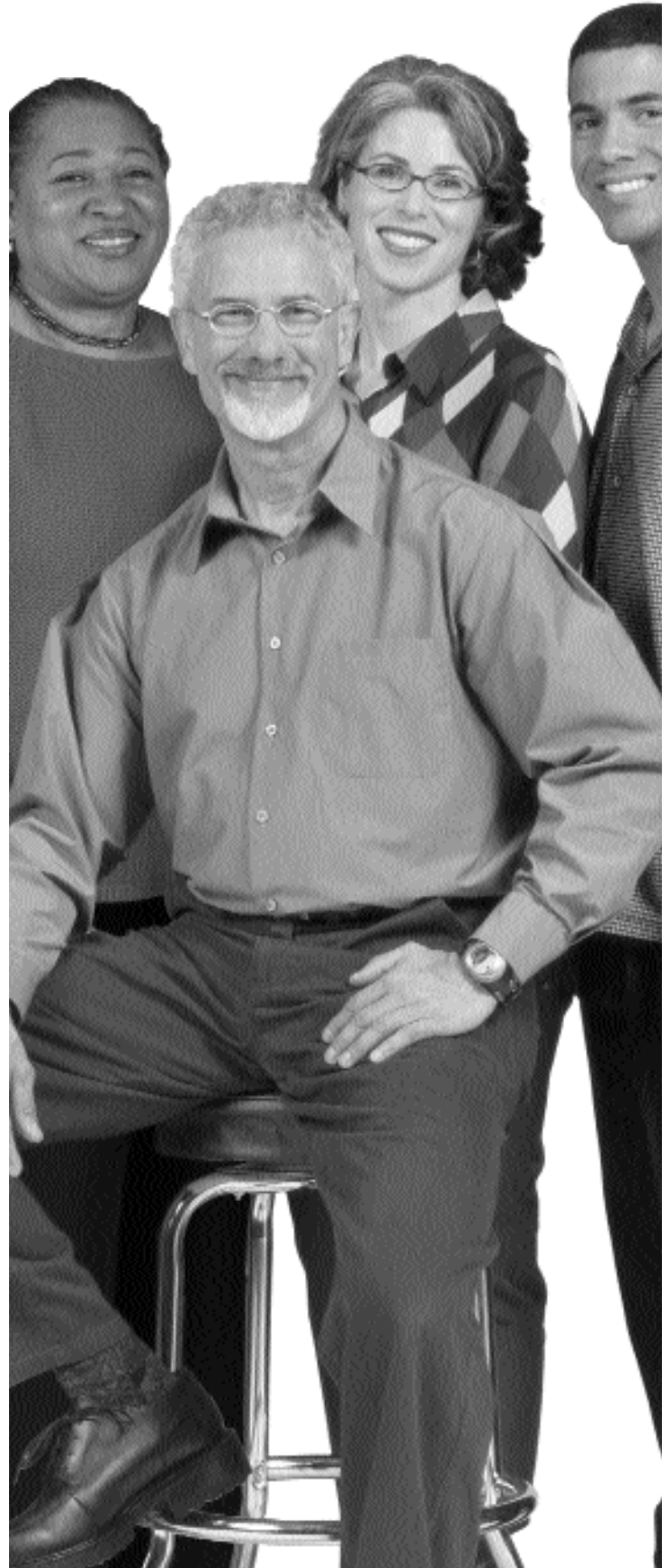
Participatory leadership

The leader of a high-performing team is a participating member. Decision making is democratic, relying on collaboration and two-way communication. Top-down communication does not build feelings of teamwork or ownership of decisions. Participatory leadership respects each member's unique contributions. It helps to create a team that performs, rather than a team that just produces. Members of a high-performing team do things because they want to, and they frequently exceed expectations.

Group decision making

Moving through the phases of the *Communities That Care* process will require your board to make many decisions. One of the Community Board's first tasks should be to agree on how decisions will be made—for example, by consensus or committee recommendations. Consider these guidelines for effective decision making:

- Avoid always taking a position and arguing for your own viewpoint. Try to “suspend” your position when listening to someone else's viewpoint.
- Do not assume that someone must win and someone must lose. Remember the power of synergy. If you hold position A and I hold position B, suspending our positions long enough to think creatively may allow us to come up with a position C that solves the problem and meets our needs.
- Do not change your mind just to avoid conflict. The Coordinator/Facilitator should help support board members who may be easily intimidated into changing their minds. It's important to affirm each member's right to his or her own opinion and to affirm the group's agreement to work toward win-win solutions.
- Seek out opposing viewpoints. These are natural and important. They give a group the power to become more than the sum of its parts.
- Avoid conflict-reducing techniques like majority votes, coin flips, bargaining and compromise. Keep working for a creative solution that meets all members' needs.



Notes

Appendix 6

Involving Community Members

Involving Community Members

Involving community members

in your *Communities That Care* effort is an example of the Social Development Strategy in action. With the appropriate skills, opportunities and recognition, community members can develop strong bonds to their community. Community members can participate in the *Communities That Care* process in many ways.

Community members can learn about the risk- and protection-focused approach to youth development.

- Informational presentations by Community Board members or guest speakers can help educate community members about the risk- and protection-focused approach to youth development.
- The Community Board (with the help of community members with experience in Web design) can develop a Web site for the *Communities That Care* effort. The site can include an interactive presentation of the *Communities That Care* research foundation to introduce participants to the science behind the *Communities That Care* process.
- The Community Board can develop a brochure that gives a brief overview of the Social Development Strategy, the public health approach and risk and protective factors.
- The Community Board can produce a segment about the research foundation to run on a local television or radio news program.
- The Community Board can produce public service announcements that focus on elements of the Social Development Strategy.

Community members can contribute to the development of the community vision statement.

- The Community Board can sponsor an essay contest with a theme of "My vision for our community." Community Board members and Key Leaders can vote on a winning entry to be published in a local newspaper and used as the foundation for the vision statement.
- Key Leaders or Community Board members can secure permission to post the vision statement in prominent places throughout the community.

Community members can promote healthy beliefs and clear standards in families, neighborhoods, workplaces and other areas of the community.

- Open forums hosted by the Community Board can allow community members to voice opinions and concerns and to identify ways to promote positive youth development.
- A Web site for your *Communities That Care* effort can feature a forum that allows community members to participate in an ongoing community dialogue about positive youth development and prevention.
- Residents can form a safety committee that takes monthly tours of the community to identify poorly lit areas, damaged playground or recreational equipment and other safety concerns.
- Forming Neighborhood Watch groups is a good way for community members to demonstrate a commitment to healthy beliefs and clear standards. These groups can help residents feel a greater sense of commitment to their neighborhoods.
- Community members can organize an effort to clean up litter at a local playground or park.
- Adults can model healthy behavior by reducing their own alcohol use and not using illicit drugs.
- Community members can encourage schools to adopt clear policies against alcohol and other drug use.
- Community members can support alcohol- and drug-free recreational opportunities for youth.
- Parents can hold family meetings to discuss standards for behavior.
- Parents can promote healthy beliefs and clear standards by hosting alcohol- and drug-free parties.

Involving Community Members

Community members can promote healthy, strong bonds between young people and adults.

- Mentoring programs can put young people in touch with a positive adult role model, and can help adults understand the importance of investing in youth through prevention efforts.
- Tutoring programs can help young people develop positive relationships with adults while improving their academic performance and commitment to school.
- Community members can volunteer to coach or referee in youth sports leagues, or to supervise youth recreation centers.
- Community members can introduce themselves to the parents of the young people in their neighborhoods, and to the young people themselves.
- Community events can give adults and young people chances to meet, interact and develop meaningful relationships in fun and informal settings. Possible events include:
 - community parades and carnivals
 - family game or movie nights
 - community picnics or breakfasts
 - neighborhood block parties.
- Parents can volunteer to chaperone field trips or help out at school events.
- Parents can make efforts to get to know their children's friends.

Community members can provide opportunities for young people to be meaningfully involved in their families, schools, neighborhoods and other areas of the community.

- Community members can involve youth in volunteer efforts such as Neighborhood Watch groups or safety committees.
- Schools can give students roles as hall monitors or mentors to younger students.
- Businesses can host "shadow days" that allow high-school students to spend time on the job with workers in fields that interest them.
- Parents can ask children to help out with age-appropriate chores.

Community members can help young people develop skills for meaningful involvement in their families, schools, neighborhoods and other areas of the community.

- Schools can enlist qualified community members to help train students as peer mediators.
- Businesses can offer internships to high-school students.
- Parents can use family meetings to help children develop effective communication skills.

Community members can recognize and reward young people for their positive involvement in their schools, families and community.

- The Community Board can publish a newsletter that features success stories of positive youth activities and accomplishments. The board can solicit newsletter contributions from community members.
- Local newspapers can provide recognition by profiling "students of the week."
- Schools can invite community members to special breakfasts or luncheons honoring students for academic success and community service.
- Businesses can sponsor a program that offers discounts to students for academic success or community service.
- Parents can ask their children about the kinds of recognition and rewards they find meaningful.

Community members can support laws and policies that promote the healthy development of young people.

- Community members can show their support for laws and policies that promote positive youth development by writing letters to local newspapers and lawmakers. The Community Board can sponsor seminars on effective letter writing.
- Community members can vote for candidates who support the implementation and maintenance of tested, effective programs, policies and practices to promote positive youth development.

Notes